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ABSTRACT

This guide provides teachers with background information and teaching activities to prepare students for a visit to the Spanish Quarter Museum in St. Augustine, Florida. It is designed to familiarize students with some of the concepts and words they will encounter in the open-air living history museum where interpreters in period clothing re-live the daily life activities of soldiers and their families in 1740s Spanish St. Augustine. Contains a map of streets surrounding the museum, a vocabulary list and a word search activity grid. (DQE)

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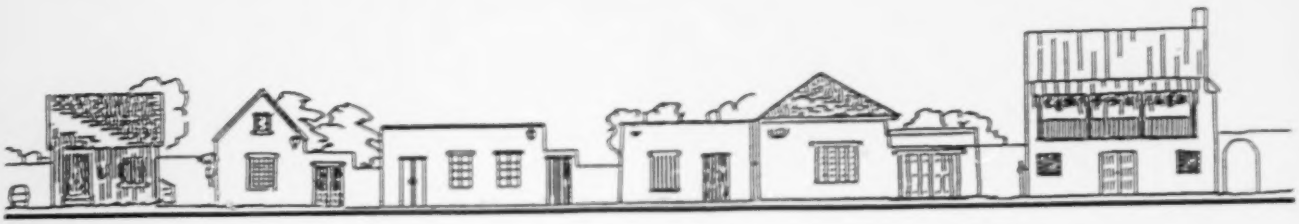

ED 403 188

SPANISH QUARTER MUSEUM

SO 026 485

PRE-TOUR PACKET FOR TEACHERS

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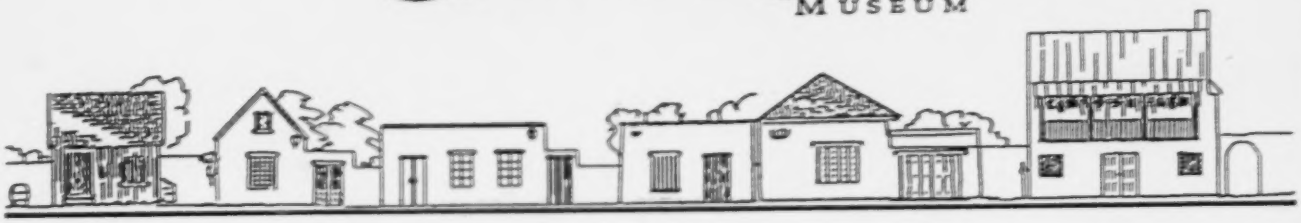
Spanish Quarter
MUSEUM



SPANISH QUARTER MUSEUM
INFORMATION FOR SCHOOL TOURS

HELPFUL GUIDELINES FOR SCHOOL VISITS

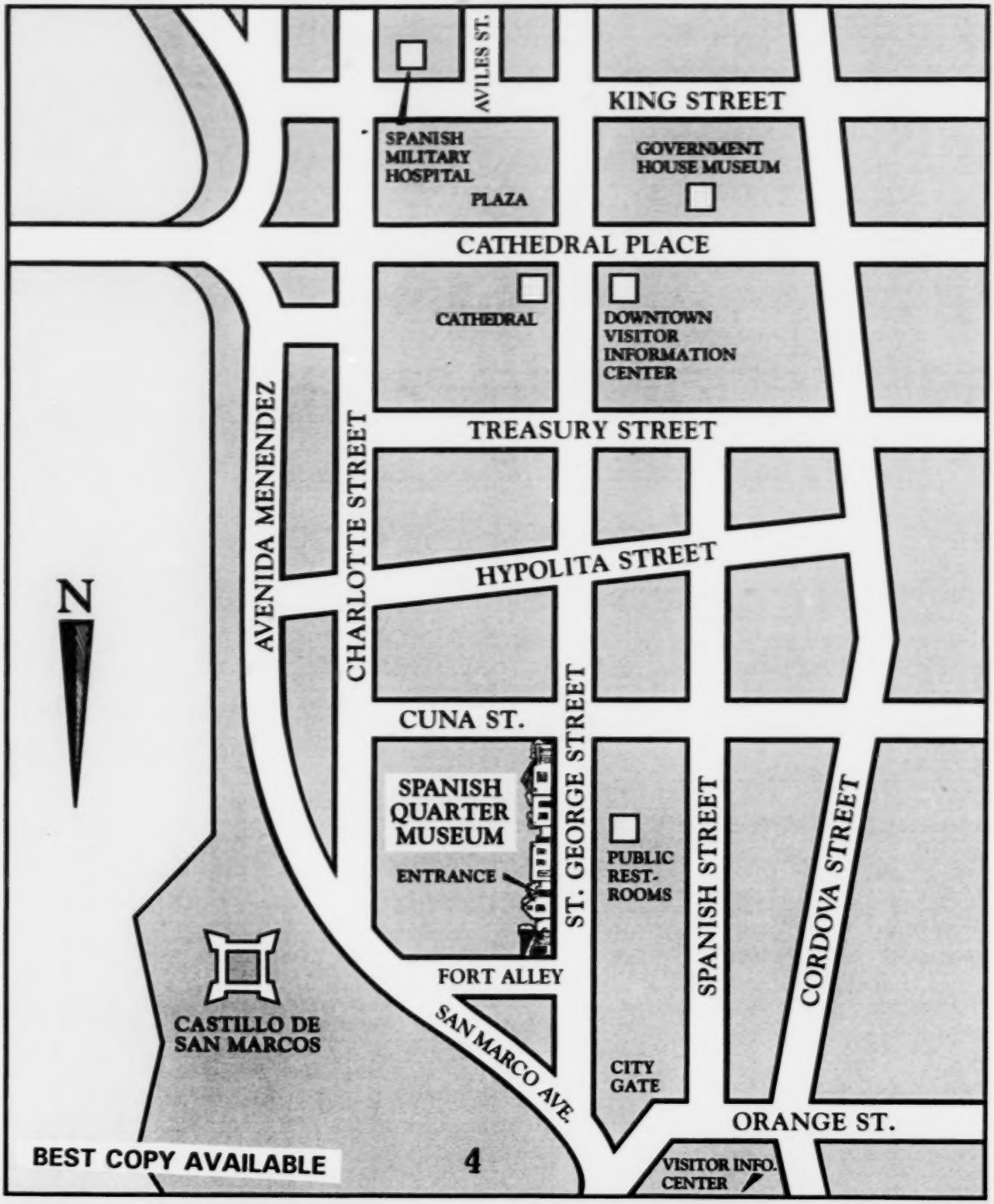
In order to make the visit to the Spanish Quarter Museum an interesting and educational experience for both students and teachers, we ask that you observe the following guidelines:

- Please arrive on time at the museum entrance. Distribute the enclosed map to all chaperones.
- Food, drinks and gum are not allowed anywhere in the museum buildings or grounds. Also, smoking is not allowed anywhere in the museum.
- If you are bringing more than one group of children, please have them evenly divided into the appropriate number of groups (see your reservation confirmation), with no more than 30 students per tour.
- At least one chaperone per ten students must accompany each group to be responsible for the students' behavior. Teachers and chaperones must remain with their school groups at all times during the visit.
- There are many things in the museum your students may want to pick up and touch. Please advise your students not to touch any objects without permission.
- Payment for the tour(s) will be made after the last of your groups has entered the museum.
- It is recommended that visitors wear comfortable shoes and appropriate clothes for the weather conditions.
- If for any reason your tour has to be canceled, or if you will be delayed, please notify us as soon as possible.

EMERGENCY CANCELLATION OF TOUR - TELEPHONE: 904-825-6830

Spanish Quarter Museum

33 ST. GEORGE STREET • ST. AUGUSTINE, FLORIDA • 904-825-6830



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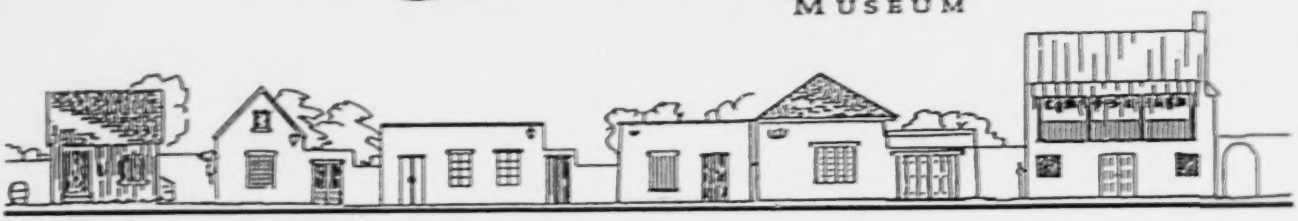
Spanish Quarter
MUSEUM



This pre-tour packet is designed to familiarize your students with some of the concepts and words they will encounter in the museum. The Spanish Quarter Museum is an open-air living history museum where interpreters in period clothing are re-living the daily life activities of soldiers and their families in 1740s Spanish St. Augustine.

Background

St. Augustine was founded in 1565, a little less than 200 years before the time period being shown. St. Augustine was a **garrison** town in **La Florida**, mostly inhabited by soldiers and their families. Unlike the British colonies to the north, Spain established St. Augustine to provide protection for its treasure fleet, not necessarily to gain a foothold in the "New World." Ships on the way back to Spain from South and Central America would stop in St. Augustine before the ocean crossing to take on more supplies, make repairs, etc.

By the 1740s St. Augustine was a well-established town, supported by the government of Spain. This was done through the **situado**, which provided financial support and supplies to the town. Most of the goods came to St. Augustine from Cuba, Mexico, and other Spanish colonies, rather than from Spain. Many goods were also obtained from the British colonies, both legally and through **privateering**.

Gómez House

The **situado**, a yearly government subsidy to the **garrison** in St. Augustine, provided a means of support for the soldiers and their families. However, it was often delayed or never arrived because of storms, hurricanes, pirates or **privateers**. Most people relied on **barter**, or trading, for the goods they needed. The soldiers were often paid in bolts of cloth and food items rather than cash. These items, or a person's skills and labor, could be **bartered** for other necessities.

The Gómez house has a small store inside the home to provide extra income for the soldier and his family. This was a way many soldiers, especially privates, helped make ends meet on their small salaries. The soldier's home would be the outlet for the merchandise, but he was not the owner of the goods. The owner was someone wealthy enough to purchase the items but who did not want to be thought of as a merchant. He would purchase the items and the soldier would sell them for a portion of the profits, whether the profit was actual cash or **bartered** goods.

Gallegos house

Typical family life is shown in this two room home. The front room was used for sleeping and indoor activities, while the second room was used for food preparation and cooking. Cooking was done on a **fogón**, a typical Mediterranean type of stove. In the winter, heat was provided by both the fogón and a **brasero**, a metal pan of hot coals. A small garden outside provided some fresh herbs and vegetables for the family. Chickens and a pig or two might have roamed the yard also. Many food items would be bartered for at the market in the **plaza**.

Children helped out with many chores. Both boys and girls would help with the cooking, gardening and animals. They would also help keep a supply of fresh water in the house from the barrel well in the yard. Children had many chores to do, but they also had time for games. Many of the games and toys were similar to games of today: leap frog, marbles, hopscotch, kites, dolls, teeter-totter, jump rope, swings, and blind man's bluff.

Woodworker

Under this thatched roof structure the carpenter repaired furniture and made small items. His main tools were hand-saws, chisels and hand drills. Young boys could be **apprenticed** to the woodworker (or the blacksmith) to learn a trade for their future. Many soldiers had a skill, such as woodworking, to provide additional income.

Many buildings had thatched roofs such as this structure. The **palmetto** thatch was nailed to the wooden supports. Because the palmetto fronds overlap, it provides good shelter from the rain.

Blacksmith

The blacksmith provided necessary wrought iron tools and hardware. His iron came from Spain and he needed cash to purchase it. The blacksmith was one of the few artisans who required cash payment for his goods. He obtained charcoal for his fire from **carboneros** (charcoal makers) who were located about 2 miles outside of the city. There the carboneros slowly burned the plentiful trees to make charcoal. Charcoal, rather than wood, was used for all types of fires. The only trees in 1740s St. Augustine were citrus trees because all others had long ago been cut down for buildings. Any large trees close to the **Castillo de San Marcos** would have been cut down to deprive raiding forces of potential cover.

De Hita

A soldier and his wife lived in this home. The wife took in mending in exchange for goods her family needed. Women many times had to take over what might be considered men's activities when their husbands were on duty in an outlying area (such as Fort Matanzas). These duties were in addition to their everyday activities of cooking, cleaning, gardening, marketing, mending clothes, etc. Many women also ran shops and taverns, acted as midwives, and participated in other community-related activities.

Architecture in the Spanish Quarter Museum

Three main types of construction materials were used for building in St. Augustine. The abundant forests of St. Augustine were quickly utilized and by the 1600s wood was the main building material. The drawback was that wood was very susceptible to fire and termites.

Many buildings were constructed of **tabby**, a mixture of lime, sand, water and crushed oyster shell. The lime was obtained by burning oyster shell. Additional shells were mixed in with the lime, sand and water, and the mixture was poured into forms made of boards to build the house. The house was constructed in layers of poured and hardened **tabby**. The walls were then plastered to finish the home. **Tabby** was also used for flat roofs, for floor slabs, and for fences.

Coquina was another common building material used. It was available for building houses after the **Castillo de San Marcos** was completed in 1695. **Coquina** is a natural shellstone composed mainly of shell fragments compressed over thousands of years into stone. The Castillo de San Marcos is made of coquina, and so are most of the colonial structures surviving today.

VOCABULARY

Apprentice - A person under legal agreement to work a specified length of time for a master craftsman in a craft or trade in return for instruction.

Barter - To trade for items rather than using money.

Brasero - Metal pans of hot coals used to heat homes (pronounced *brah sair' oh*).

Carbonero - A person who makes charcoal (pronounced *car bōn air' oh*).

Castillo de San Marcos - The coquina fort built between 1672 and 1695 at St. Augustine (pronounced *kahs tē' yō dā sahn mar' kōs*).

Coquina - A natural limestone composed of shell fragments compressed over thousands of years. It was used to build the Castillo and many other buildings (pronounced *kō kee' na*).

Fogón - Mediterranean type of masonry stove (pronounced *fō gōn'*).

Garrison town - A town whose existence is due to a military presence. The Spanish referred to this type of town as a "presidio" (pronounced *pray see' dee oh*).

La Florida - The name given to Florida by Juan Ponce de Leon in 1513 commemorating its discovery during Pascua Florida, the Feast of Flowers (the Easter season).

Plaza - The public square, the center of town. The important buildings of St. Augustine (governmental and religious) were supposed to be located around the plaza.

Privateers - Men who were legally contracted to seize enemy ships, confiscate any valuables and turn the booty over to their rulers (unlike pirates who captured ships for their own gain).

Situado - The yearly government allotment provided by Spain to the settlement in St. Augustine. It paid for soldiers' salaries and bought their food, weapons and ammunition.

Tabby - A mixture of lime (obtained by burning oyster shell), sand, crushed shell and water to construct buildings. Also used for flat roofs, floors and fences.

ACTIVITIES

- ❒ Have the students draw a floorplan of a house that would rely on the sun, wind, etc., to heat and cool it. When they tour they can see how their ideas compare to the houses in the museum.

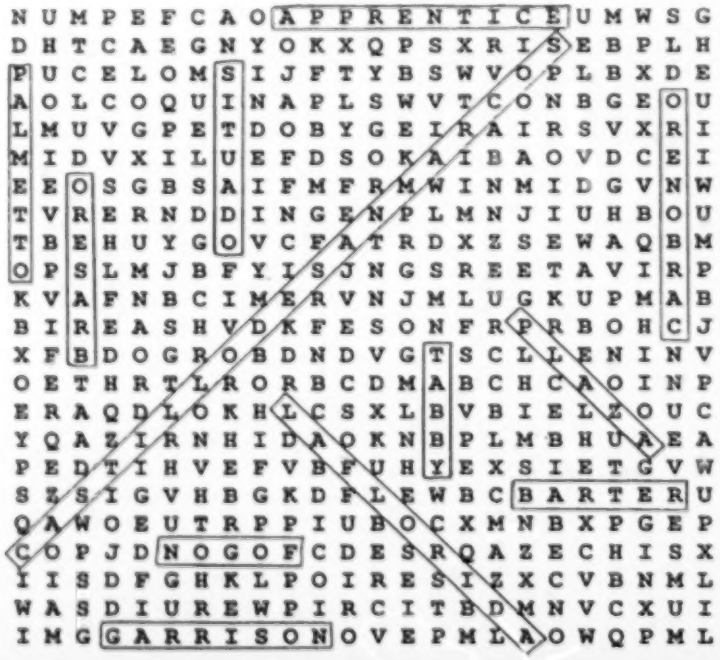
- ❒ Have the students draw a picture of their neighborhood, including the houses, fences, sidewalks, etc. Ask them to explain the functions of the various features. After they tour the Spanish Quarter Museum, have them discuss the similarities and differences in the neighborhoods.

- ❒ The Spanish were very good recyclers. They used shipping barrels for making wells and oyster shells to help build their homes. Present the children with an empty vegetable can and ask them to list the many ways the can could be re-used and recycled.

- ❒ Fill a plastic dishpan with sand and bury objects such as buttons, beads, broken pieces of pottery, etc. Divide the children into groups of 3 and have them dig through the sand to find the "artifacts." Discuss the objects found, and also discuss what types of objects would not last buried in the ground. How will this influence our view of the past? Ask the students to pick one object from their home that would give an archaeologist the most information about their lifestyle and explain why.

- ❒ Have the children write a short story about what they think a day in their life would have been like if they lived in 1740s St. Augustine. After they visit the Spanish Quarter Museum have them read their stories again to see if they would make any changes.

WORD SEARCH SOLUTION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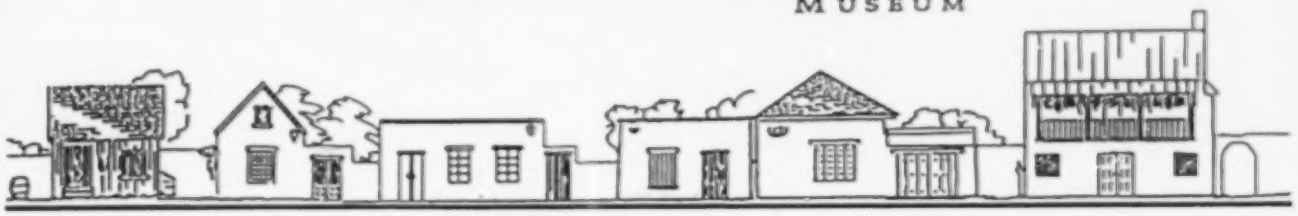

WORD SEARCH

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Find the following words:

Situado
Apprentice
Palmetto
Tabby
Barter
Fogon
Castillo de San Marcos
Privateers
Coquina
Plaza
La Florida
Garrison
Brasero
Carbonero

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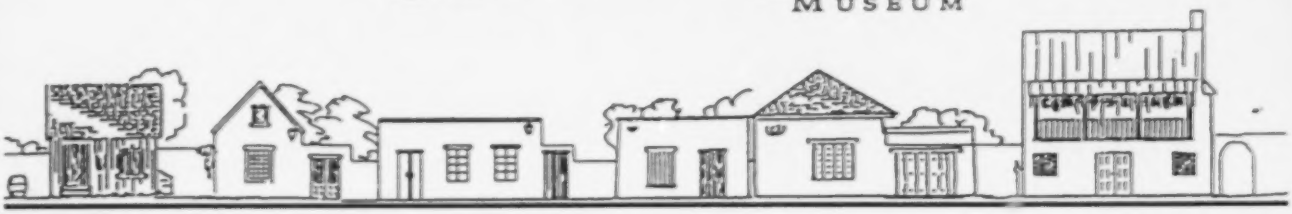

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